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ABSTRACT

This document presents 11 student affairs programs selected by the National Association of Student Personnel Administrators as being exemplary programs in their field. All of the programs demonstrate innovative approaches to improving campus life and expanding opportunities for students. The programs address a broad range of objectives, including giving students more ways to learn outside the classroom; enhancing their leadership skills; orienting new students to the challenges of college life; and providing ready access to skilled psychological counselors. The 11 programs include (1) "Faculty Fellows Program" (University of Arizona); (2) "First year in 40 Minutes" (Cleveland State University); (3) "Student Leadership Development Program" (Northern Essex Community College); (4) "Learn to Lead" (Pierce College Puyallup); (5) "Collegia Program" (Seattle University); (6) "Syracuse University in the Community" (Syracuse University); (7) "Counselor-In-Residence Program" (University of Arkansas); (8) "Lavender Celebration" (University of California at Los Angeles); (9) "Restorative Justice Program" (University of Colorado at Boulder); (10) "GIRLS TALK: A Mentoring Partnership" (University of Maine at Farmington); and (11) "Carolinian Creed Week" (University of South Carolina). (GCP)

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Bridges to Student Success
NASPA Exemplary Programs 2002

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Bridges to Student Success

NASPA
Student Affairs Administrators in Higher Education

NASPA EXEMPLARY PROGRAMS 2002

Arizona State University · Cleveland State University · Northern Essex Community College
Pierce College Puyallup · Seattle University · Syracuse University · University of Arkansas
University of California at Los Angeles · University of Colorado at Boulder
University of Maine at Farmington · University of South Carolina

Comments from the NASPA leadership

Dear Colleague:

We are pleased to present our sixth annual collection of exemplary programs developed by NASPA members. The 11 programs described here, selected from submissions from throughout the country, all demonstrate innovative approaches to improving campus life and expanding opportunities for students.

As in previous years, this collection highlights programs designed to meet traditional student affairs objectives, including those that:

- Give students more ways to learn outside the classroom.
- Enhance their leadership skills (two programs).
- Orient new students to the challenges of college life.
- Provide ready access to skilled psychological counselors.

In addition, there are others which represent new territory for student affairs. These include programs that ...

- Recognize the struggles of lesbian, gay, bisexual, and transgender students in a special commencement celebration.
- Ally student affairs staff with local residents to improve neighborhood life for off-campus students.
- Administer campus justice in a new way that takes into account the impact of students' wrongdoing on others.
- Create a "home away from home" on campus for commuter students.
- Establish a mentoring opportunity for students that lifts the sights of underprivileged local residents.
- Through a new campus observance, focus attention on the values embodied in the school's code of ethics.

Inspiring accomplishments! Congratulations to the 11 institutions that fostered these programs and the many student affairs professionals who made them truly exemplary.

NASPA, the leading voice in student affairs administration, policy, and practice, thanks our members for sharing descriptions of their exemplary programs. A committee of the NASPA Board of Directors had the difficult task of selecting the finalists. We hope that the success of these exemplary programs will encourage others as they help students make the most of their college experience.

Michael L. Jackson
President

Gwendolyn Jordan Dungy
Executive Director

Bridges to Student Success

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Arizona State University

ARIZONA STATE UNIVERSITY • TEMPE, ARIZONA

Faculty Fellows Program

NASPA EXEMPLARY PROGRAMS 2002

By reaching out to students where they live, learn, and play, the Faculty Fellows Program at Arizona State provides a host of learning opportunities outside the classroom. The program has proven its worth by promoting interaction among students and faculty and adding meaning to the college experience.

Impetus

The Office of Co-Curricular Programs launched the Faculty Fellows Program in 1998 to support the institutional mission of improving undergraduate education through learning and discovery outside the classroom. The program supports the additional goal of strengthening student retention and graduation rates by promoting students' sense of connection with the university as well as with faculty members and other students.

Objectives

- Increase and enhance opportunities for faculty and student interaction outside the classroom.
- Promote awareness of the impact and benefits of student learning outside the classroom.
- Build collaborative relationships between academic and student affairs.

Faculty Fellows help bridge the gap between students and faculty by encouraging a different kind of learning environment.

Key Components and Related Staff

Co-Curricular Programs consists of an executive coordinator, a coordinator, an administrative assistant, and three student staff members (a graduate assistant and two undergraduate students). Each spring, the staff solicits nominations for the Faculty Fellows Program from deans, department chairs, and former Faculty Fellows. Nominees are invited to a series of open houses and submit an application setting forth their qualifications for the program and their ideas for improving student learning.

At a spring orientation, the new Faculty Fellows familiarize themselves with their responsibilities and begin brainstorming with staff about programming goals for the upcoming year. Each Fellow serves for one academic year and receives an honorarium for his or her contribution.

Faculty Fellows are introduced to the university community at a fall kick off event and are expected to participate in at least one new or existing program per semester. Programs developed by the 2001-02 Faculty Fellows included a student/faculty retreat, workshops on conflict resolution and gambling, field trips to local points of interest, and a behind-the-scenes look at a musical production on campus.

At the end of their tenure, Faculty Fellows are recognized in a closing luncheon and awards ceremony and in an end-of-the-year report that is shared with others in the university community, including each Faculty Fellow's department dean and chair.

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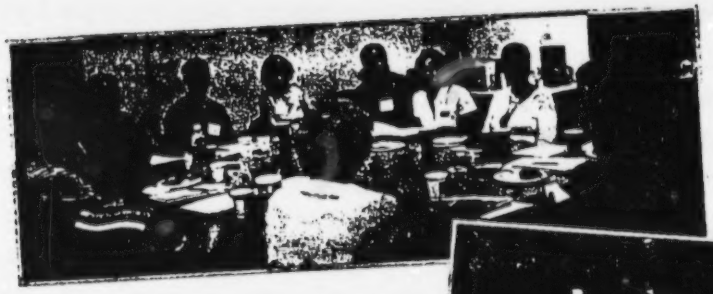
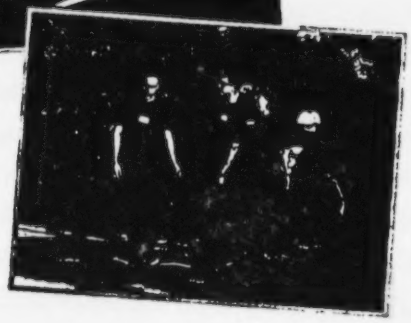


Faculty Fellows and Co-Curricular Programs staff plan programs for the coming year.



Students and faculty participate in a retreat organized by a Faculty Fellow last fall.

ASU
ARIZONA STATE UNIVERSITY

Organization

The Faculty Fellows Program is administered by the Office of Co-Curricular Programs, a division of the Department of Student Development, and by the Memorial Union, the campus community center. Co-Curricular Programs coordinates recruitment and selection and works with the Faculty Fellows individually and collectively on programming.

Processes and Procedures

A committee made up of Co-Curricular Programs staff, students, and previous Faculty Fellows reviews nominees' applications, selecting individuals who demonstrate that they would serve the program most effectively and whose participation would help to represent the diversity of ASU students and their range of academic interests. Program staff meet with Faculty Fellows individually and as a group to brainstorm program ideas and strategies to encourage participation. Faculty Fellows serve as liaisons between Co-Curricular Programs and their colleagues and departments, actively promoting and participating in events and programs. They recruit colleagues to participate in programs, communicate with students about their interests, and bring greater visibility to services sponsored by Co-Curricular Programs.

Evaluation

Faculty Fellows complete an end-of-year survey in which they assess the program and reflect on their experiences. Other faculty and students taking part in the programs also have an opportunity to provide feedback and recommend improvements. These evaluations all address the impact on student learning and achievement.

Students have reported that the interaction with faculty outside the classroom is enjoyable and helps them make connections between their studies and the real world. Several Faculty Fellows have said the experience has renewed their enthusiasm for teaching and fostered greater collegiality with other faculty within and outside their departments.

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First Year in 40 Minutes

NASPA EXEMPLARY PROGRAMS 2002

The Department of Student Life introduces freshmen to Cleveland State University with a popular program during summer orientation day that simulates various aspects of campus life—all in 40 minutes. Led by staff and student volunteers, the program helps prepare students for the range of opportunities and challenges they will face. First Year in 40 Minutes, now in its third year, does a successful job of engaging and informing new students without unduly straining the student affairs budget.

First Year in 40 Minutes simulates the college experience through two 20-minute "semesters," with a 1-minute "holiday break."

Impetus

Cleveland State University is a large urban campus serving an extremely diverse student body of over 15,000, with only 400 living on campus. The average age of a CSU student is 28 and many maintain extremely demanding schedules alongside their studies, making it imperative to provide efficient services that match the university's environment. In 2000, the Department of Student Life was asked to develop a brief, but dynamic and interactive, program as a component of the day-long orientation session offered four times each summer by the University Studies Advising Center.

Objectives

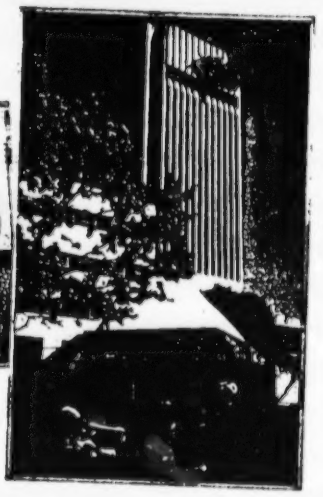
- Introduce students to the staff and services of the Department of Student Life.
- Prepare incoming students for the rigors of college life, especially the unique challenges of attending an urban commuter campus.
- Facilitate an understanding of the positive and negative emotional experiences of college life.
- Encourage student networking and socialization.

Key Components and Related Staff

First Year in 40 Minutes simulates the college experience through two 20-minute "semesters," with a 1-minute "holiday break." Following a 5-minute explanation of the simulation format, students visit more than a dozen stations focused on diverse aspects of student life: Academic (lecture, library, goal setting, advising, mentoring, career planning, technology), Campus Life (student organizations, wellness, volunteerism, residence life, fitness) and Administrative (registration, parking, I.D. Center). At each station, students have opportunities to gain points by completing mixed media activities and tasks designed to inform students about that area. The goal is to earn 100 points in order to "graduate."

The simulation activities incorporate video, computers, quizzes, humor, sports, and other pro[illegible]. To learn more about community services opportunities, for example, participants build a house with toothpicks and marshmallows and receive information about Habitat for Humanity. At the wellness station, students learn about the stressors of college life, including substance abuse, by making stress balls out of sand and balloons or taking an alcohol quiz. "Graduation" is followed by a 20-minute small group discussion led by volunteer peer facilitators. Participants reflect on the simulation

Student Life staff organize station tasks and train peer discussion leaders.



◀ *Cleveland State University has a diverse student body of over 15,000. Average age is 28.*

Cleveland State University

experience and their impressions of life at CSU and discuss the skills they will need to succeed in a university environment. The entire program lasts slightly over one hour.

Volunteer staff from the Department of Student Life and graduate students organize the station tasks and train the peer discussion leaders, who are drawn from CSU student organization leadership.

Organization

The Department of Student Life within the Division of Student Affairs manages First Year in 40 Minutes and coordinates all station areas.

Processes and Procedures

Each year, over 500 students, many of whom are first generation college students, participate in First Year in 40 Minutes. Although the costs of the exercise are minimal, the process for preparing each session and creating the different simulations is extensive. In addition to assembling supplies and staging the mixed media activities, staff volunteers prepare instruction sheets for participants and provide discussion guides for the peer leaders during training.

Evaluation

Following the orientation, students are asked to evaluate its components, including First Year in 40 Minutes. Through the evaluations and staff debriefing, the Department of Student Life has learned that many qualities contribute to the program's success:

- Its interactive format keeps students thinking and moving.
- The volunteer peer leaders engage easily and effectively with participants.
- It is inexpensive.
- Students receive a creative overview of the many academic and student services available to them.
- Despite time pressures, the format allows for group reflection on the experience.

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Northern Essex Commun

NORTHERN ESSEX COMMUNITY COLLEGE • HAVERHILL, MASSACHUSETTS

Student Leadership Development Program

Students at Northern Essex Community College enjoy an opportunity to develop skills leading to academic success, a sense of civic responsibility, and the achievement of career goals. After taking part in leadership training workshops and community service activities, they hone their skills by serving as envoys at major campus events. Many take on civic leadership roles in the Merrimack Valley.

In a survey of participants, 95% reported an improvement in their leadership skills.

Impetus

The Student Leadership Development Program was created to inject new life into non-academic programming and address students' strong interest in acquiring skills they could apply in the workplace or when transferring to a four-year college.

Objectives

- Help students develop leadership skills and self-confidence.
- Promote opportunities for students to assume leadership roles on campus and in the community.
- Encourage student involvement in community service.
- Empower students to be proactive in their career decisions.
- Provide networking opportunities with industry and community leaders.

Key Components and Related Staff

Students enter the program as Emerging Leaders and develop basic leadership skills by attending one required workshop—Developing a Personal Leadership Philosophy—and choosing from a variety of others, such as Cultural Diversity, Team Building, Managing Conflict, Goal Setting, and Developing a Career Portfolio. Participants apply their new knowledge and skills by volunteering in a community service activity of their choice.

Students must complete at least three workshops plus 15 hours of community service and a paper reflecting on their community service experience. They then receive a Certificate of Distinction and a transcript notation, and are eligible to become Presidential Student Ambassadors. Participants in this second phase are paid to serve as envoys for the college at major campus events, including orientation, commencement, and awards ceremonies. Students work a total of 30 hours per semester and 15 hours over the summer to earn a Presidential Student Ambassador Certificate of Merit, which is noted on their transcript.

Emerging Leaders meet regularly with the community service coordinators and attend a community service seminar to complete their requirements. New Ambassadors begin their service in the spring, attend a workshop on the college's history and programs, and learn effective presentation techniques. Since 2001, Emerging Leaders have served as Junior Ambassadors at major events while completing the first phase of the program.

ty College

2001-2002 Excellence in Leadership Award recipients Jodi Paciulan (left) and Roni-Ann Klein

(From left) Rose Dittmer, Assistant Dean of Career Development; Dr. Nita Lamborghini; Assistant Dean of College Life and Healthy Living; Dina L. Brown, Coordinator of Student Activities and Orientation; Anne Tremblay, Community Service Coordinator; and Ginnie Anderson, Women's Network Coordinator. Not pictured: Cheryl Berry, Assistant Coordinator of Student Activities and Orientation; and Nicole Vittoria, Community Service Coordinator.

Organization

The program is a collaboration between the College Life and Healthy Living Unit and the Career Development Center in the Division of Enrollment Management and Student Services. A Leadership Development Team, composed of staff members from these and other departments, administers the program. Workshops are conducted by team members and by faculty and staff throughout the college.

Processes and Procedures

Faculty and staff nominate students they feel would benefit from a leadership program. Students may also nominate themselves through student activities; all nominees are invited to participate. Each year the program sponsors an Excellence in Leadership Award and, at the beginning of fall semester, awards two Student Leadership Development Scholarships of $500. The program receives funds from a variety of on-campus sources, including the Student Activity Fund and the Career Development Center.

Evaluation

Program staff obtain student feedback through workshop evaluations, focus groups, and an end-of-year survey, which also measures learning outcomes. In the program's first three years, 256 students participated in 47 workshops and 72 earned Emerging Leader Certificates while completing over 1,000 hours of community service; 18 completed the Junior Ambassador Training Program; and 34 served as Presidential Student Ambassadors. Student participation in clubs and leadership roles on campus has also increased.

In recent surveys, 95% of respondents reported improved leadership skills and expressed confidence that their experience would help them both in their studies and in the workplace. They cite valuable networking opportunities gained through community service and say they enjoy a camaraderie with other participants. Many report that they intend to pursue careers related to their community service.

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Pierce College Puyallup

PIERCE COLLEGE PUYALLUP • PUYALLUP, WASHINGTON

Learn to Lead

NASPA EXEMPLARY PROGRAMS 2002

Student leaders at Pierce College Puyallup participate in ongoing curricular and co-curricular training and activities to cultivate skills, values, and knowledge for their current leadership positions and to achieve long-term goals. The program, which is founded on the premise that leadership can be taught, involves collaboration among faculty, administrators, trustees, members of the local community, and experts from other colleges.

Learn to Lead fosters the skills that will help students succeed, both in school and in their careers.

Impetus

In the mid 1990s, a consensus emerged within Pierce College Puyallup that student leaders needed a more solid foundation in leadership skills. They needed better training, and expectations for leadership roles needed to be communicated more effectively. Learn to Lead was launched in 1991, its components strategically aligned with the college's goals for learning outcomes and core abilities: critical thinking, effective communication, individual responsibility and citizenship, information competency, and diversity.

Objectives

- Promote ongoing leadership development through educational opportunities that help students fulfill their current roles and responsibilities and prepare them for future positions.
- Create curricular and co-curricular training programs to enable students to serve successfully as members of the Student Programs Leadership Team.
- Structure practical work experiences that promote understanding of effective teamwork and a strong work ethic and allow for reflection on the theory and application of leadership skills.

Key Components and Related Staff

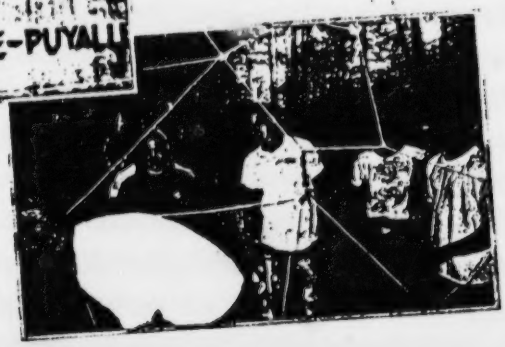
Learn to Lead incorporates academic, co-curricular, and community service components. Members of the Student Programs Leadership Team receive credit for two required courses: an intensive summer training program and a fall-quarter course that covers leadership theories and relevant issues in more depth. Co-curricular opportunities include quarterly retreats and outdoor challenge courses, participation in local, regional, and national conferences and workshops, and practical work experiences.

Three full-time professional staff members oversee the leadership development program: the Director of Enrollment Services and Student Life, the Student Programs Coordinator, and a program assistant. Members of the Student Programs Leadership Team, which includes the student activities board and student government, as well as a graphics coordinator, work part-time on all aspects of the program, making a total of 15 paid participants. Institutional funds support professional staff salaries, and the college's student services and activities fund supports training, student salaries, programming, and supplies.

Organization

A professional staff member teaches Learn to Lead's curricular courses. The 15-member student leadership team is active in program development and

Student leaders must meet specific academic and behavioral standards.



Outdoor challenge courses offer opportunities to develop leadership and teamwork skills.

PIERCE COLLEGE

operation, contributing ideas on content and agendas, assisting in training activities, participating in student leader panels, and hiring committees and serving as mentors to new student leaders.

Processes and Procedures

All student leaders at Pierce College are expected to meet articulated standards for behavior and achievement both in and out of the classroom; in 1996, the required minimum grade-point average for student leaders was raised from 2.0 to 2.5. Members of the Learn to Lead student leadership team are selected through a rigorous application and interview process and meet every other week throughout the year.

Each year a closed listserv is created for the student leadership team to communicate general program information, create sign-up lists, and discuss team issues and other business matters. This listserv becomes a channel for Learn to Lead participants to keep in touch after graduation.

Evaluation

Continuous evaluation helps Learn to Lead determine its effectiveness and identify programmatic strengths and needs. Staff solicit feedback from all levels of the college and review and revise the leadership courses each year. Embedded in each step of the program are assessment and validation methods to allow students to measure their own learning.

Members of the student leadership team consistently achieve higher grade point averages than the overall student body, and the fall-to-spring retention rate among Learn to Lead participants has remained at 100% for the past six years. In written evaluations and through personal contact with staff, including post-graduation, participants display significant institutional attachment and satisfaction with their educational experience and report positive changes in their behavior and daily application of leadership skills and concepts. Many attribute their later academic and employment successes and ability to function effectively in a diverse environment to their participation in the program.

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Seattle University

SEATTLE UNIVERSITY • SEATTLE, WASHINGTON

Collegia Program

NASPA EXEMPLARY PROGRAMS 2002

The Seattle University Collegia Program provides comfortable, homelike environments on campus where commuter students can gather to relax, study, have a snack, meet with classmates, talk with faculty or graduate students, and learn about campus resources. By giving commuter students a "home away from home," three Collegium spaces are helping to overcome commuters' sense of isolation from other students and the broader campus community.

Collegium spaces help commuters feel at home on campus and foster a sense of community.

Impetus

Commuter students make up 76% of the student body at Seattle University, whose mission includes a commitment to informal learning outside the classroom. With this in mind, former president William J. Sullivan, SJ, acted in 1996 to give commuter students an additional opportunity for such learning to take place. The resulting Collegia environments help commuter students enjoy a sense of community, which contributes to a broader educational experience.

Objectives

- Foster a sense of belonging by providing a homelike space where students have a sense of ownership and can build sustaining relationships.
- Develop community identity by providing a setting that promotes the building of friendships by enabling groups of students to study together, socialize, and participate in shared activities.
- Encourage learning beyond the classroom with staff initiating conversations with students about classroom projects as well as current events and life issues.
- Strengthen campus participation by making commuter students more visible and accessible to organizers of campus activities.
- Build a sense of connection with the university through relationships formed among students, staff, and faculty.

Key Components and Related Staff

Each Collegium is comfortably furnished and decorated and has kitchen facilities as well as a computer and printer. Newspapers and reference books are available, as is a snack bar operated on the honor system. The space is designed for socializing, with a central kitchen table and furniture arranged in clusters.

Along with faculty, student staff provide a nurturing presence, facilitating conversation and serving as resources for individual students. Social activities, such as barbecues and pancake breakfasts, are organized to promote student interaction. Other events are educational, such as wellness demonstrations and career counseling nights. Below are some activities that have been enthusiastically received:

- After 9/11, campus ministry held a "Soup with Substance" lunch in one of the Collegia. A Middle Eastern professor who is Muslim gave a presentation on Islamic tradition and the history of the Arab peoples.

Students talk to a staff member in Chardin Collegium.

Collegium faculty associates act as resources for commuters on campus.

Seattle University
FOUNDED 1891

- A faculty member who is an opera buff obtained free tickets to a performance of Delibes's *Lakme* by the Seattle Opera and conducted a pre-performance workshop.
- A Jewish student initiated an inter-faith Seder, which included discussions of the history and meaning of the observance.

Organization

There are currently three Collegium rooms at various locations on campus. Two more will open later this year. Each serves undergraduates and graduate students and is organized according to academic discipline. One of the new Collegia will serve graduate students and older undergraduates from all programs.

The Collegia Program is part of the Student Development Division and is managed by a full-time director. Each Collegium has a part-time graduate student coordinator who supervises a staff of five or six students working part-time.

Processes and Procedures

All commuter students are invited to enroll in a Collegium each fall. Enrollment is free but may be limited due to capacity restrictions. Students sign a covenant agreeing to respect other students in the community and be responsible in their use of the physical space. Pictures are taken of each student and arranged in photo books or collages to facilitate the learning of names. Collegia staff are trained in team-building activities and communication skills.

Evaluation

Since its beginning, the program has been assessed formally through student surveys and questionnaires and informally via student feedback. Evaluations show that Collegia have had a direct impact on students' sense of belonging, have provided them with needed study space, and have helped them forge relationships with others. A student gave this comment on the program: "Sometimes, as a commuter, you start to feel like campus life all happens in the residence halls. In the Collegium, I am reminded that I am part of another group on campus and I am able to spend time talking to people and developing relationships."

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Syracuse University

SYRACUSE UNIVERSITY • SYRACUSE, NEW YORK

Syracuse University in the Community

NASPA EXEMPLARY PROGRAMS 2002

More than one-third of the 4,000 Syracuse undergraduates live off-campus, confronting the challenges of landlord-tenant relations, maintaining personal safety and security, and getting along with neighbors. Today, they have an easier time than in the past, thanks to a program undertaken by the university in collaboration with student and community groups. Local residents give the program high marks as well.

Students who live off-campus are learning to be good neighbors, responsible tenants, and members of a broader community.

Impetus

When torrential storms hit central New York state on Labor Day in 1998, university officials realized they knew little about the exact whereabouts of undergraduates living off-campus and whether the storms endangered them. They recognized that some areas were falling into disrepair, and the proportion of absentee landlords was increasing. The undergraduate Student Association expressed concern that landlords were not being held accountable to their student tenants, and many students worried about crime. At the same time, local residents were voicing complaints about noisy parties and excessive drinking.

The Division of Student Affairs in collaboration with the Office of Government and Community Relations, organized meetings involving students, neighborhood associations, merchants, and residents. These meetings gave birth to Syracuse University in the Community.

In August 1999, students moving into off-campus apartments were greeted by welcoming parties of students, staff, and neighborhood residents. The volunteers handed out information packets about city ordinances and resources, tenants' rights and responsibilities, safety, and how to be a good neighbor. Important telephone numbers were printed on a rubber jar opener and a refrigerator magnet.

At a reception at the Westcott Community Center ("Taste of Westcott Street"), restaurants donated food and neighborhood associations and university representatives greeted students and briefed them on the neighborhood. Today, the event is a tradition, growing larger each year.

Objectives

- Educate students about their rights and responsibilities as neighbors.
- Increase personal safety awareness of students living off campus.
- Enhance communication between Syracuse University, permanent neighborhood residents, and off-campus students.
- Decrease the number of disruptive behavior occurrences off campus.

Key Components and Related Staff

Over the past three years, Syracuse University in the Community has continued the welcoming party and added new components, including an orientation video about off-campus living shown in upper-level residence halls, a publication, and promotional items with the program logo to raise awareness. Publicity about the program appears in the campus newspaper and local press, as well as on a Website, and parents

Welcoming Team member Harry Lewis, President of the Southeast University Neighborhood Association, greets students and gives them information.

SU in the Community provides a handbook on off-campus living that is available online.

get a briefing during Opening Weekend and Parents Weekend. The university mails newsletters to off-campus residents three times a year.

The Office of Government and Community Relations, as well as Hendricks Chapel and the Residence Hall Association, organize open forums. With support from the Division of Student Affairs, the Student Association initiated a safety promotion activity, Neighborhood Watch 2000.

Organization

Syracuse University has organized a large, diverse coalition around the program, encompassing five neighborhood associations, eight local government entities plus a community agency, nine business establishments, and a student organization.

Key participants include the Chancellor's Commission on Substance Abuse Prevention and Campus Security, comprising students, faculty members, and staff; the University Community Partnership with the Mayor's Office; the State University of New York (SUNY) College of Environmental Science and Forestry and LeMoyne College, neighboring institutions where many students also live off-campus; and the Syracuse Area College Community Coalition.

Processes and Procedures

Year-round activities now complement the orientation events. For example, the University Community Partnership and the Westcott Community Development Corporation have established a Neighborhood Patrol for the East Neighborhood and the Greek residential areas. Through fast response to complaints of underage drinking and other infractions, the Neighborhood Patrol has helped to reduce incidents of student misconduct and has brought about a nearly 50% decrease in the number of students requiring emergency medical intervention for extreme intoxication.

State and local authorities collaborated with the university in training management and staff of taverns and other licensed establishments in lawful alcohol service practices. Fraternities and sororities have received training as well.

Evaluation

Syracuse University evaluates the program using surveys among students and local residents, data on crime, anecdotal information shared during community forums, and reports to the Office of Judicial Affairs regarding safety and behavior off campus. Based on this feedback, university officials believe that Syracuse University in the Community is improving the quality of life in surrounding neighborhoods.

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University of Arkansas

UNIVERSITY OF ARKANSAS • FAYETTEVILLE, ARKANSAS

Counselor-In-Residence Program

Many college students need help coping with the ordinary challenges of growing up on campus: for example, homesickness, unsuccessful relationships, and academic stress. At the University of Arkansas, highly trained counselors in the residence halls lend a hand at these crucial times, preventing everyday problems from turning into crises. They prove their worth when helping students cope with a death in the family or other grave situations.

Counselors-in-Residence help students solve personal and emotional problems before they become critical.

Impetus

Believing that early intervention and ongoing student contact are key to reducing the incidence of mental health problems on campus, administrators in the departments of Housing and Student Health, along with Counselor Education faculty, instituted the Counselor-in-Residence (CIR) program in 1996. The aim was to provide counseling for residential students who otherwise might not seek help or whose problems might not be deemed serious enough to warrant attention.

Objectives

- Meet the high demand for counseling services, which exceeds the capacity for clinical care in Counseling and Psychological Services.
- Address the issues common to most college students, involving relationships, decision-making, self-management, and emotional management, as well as serious mental health issues and crises.
- Retain students and see them thrive.
- Provide easy access to counseling in a non-threatening, residential setting.
- Reduce the risks of more serious problems through early contact with students with urgent mental health care needs.
- Provide hands-on training for doctoral students in Counseling Education.

Key Components and Related Staff

The university has designated four CIRs, whose primary responsibility is to work with students on a variety of personal and emotional issues as well as career and academic problems.

Organization

Once recruited through the Counselor Education doctoral program, CIRs receive training in residential life as well as counseling techniques. Their progress is supervised both by the director of Counseling and Psychological Services and by the senior associate director of University Housing.

Students can work with a Counselor-in-Residence to deal with stresses of college life.

The University of Arkansas enrolls more than 12,800 undergraduates, most of whom live on campus.

UNIVERSITY of ARKANSAS

Processes and Procedures

Each CIR is responsible for three to five residence halls and receives room and board and a stipend. (Future assignments will include Greek organization residences.) CIRs are considered University Housing staff members, but are supervised primarily by Counseling and Psychological Services.

CIRs participate actively in the community life of residence halls, where staff refer students in need of help. The CIRs see students during office hours and share a 24-hour on-call rotation to handle emergencies. They refer students who exhibit serious mental health problems to Counseling and Psychological Services.

Evaluation

Since 1998, CIRs have helped the residential community through a murder-suicide on campus as well as at least two accidental deaths in residence halls. They helped a student whose roommate was assaulted, a student whose parent died in a car accident, and a student contemplating self-harm because of potential academic failure.

The dual objectives of providing developmental counseling to residential students while giving hands-on experience to doctoral students in counselor education have proven beneficial. First, as students bring more serious mental health needs to the campus and its residential setting, Counselors-in-Residence, as first responders, help to prevent serious escalation of mental health crises. Second, students seeking a high quality graduate program in counselor education find that an assistantship as a Counselor-in-Residence adds value to their academic experience. The Counselor Education Doctoral Program also has found the CIR program to be a positive recruitment tool to attract individuals with prior counseling experiences in both clinical and residential settings.

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University of California

UNIVERSITY OF CALIFORNIA AT LOS ANGELES • LOS ANGELES, CALIFORNIA

Lavender Celebration

NASPA EXEMPLARY PROGRAMS 2002

Many colleges and universities organize commencement celebrations to acknowledge students' cultural heritages as well as their academic successes. In this spirit, the University of California at Los Angeles in 1997 made Lavender Celebration the official commencement event of the lives and achievements of lesbian, gay, bisexual, and transgender (LGBT) students.

Daily life on campus makes many lesbian, gay, bisexual, and transgender students feel indifferent towards commencement. Lavender Celebration changes all that.

Impetus

As graduation approaches, LGBT students often say that, because of their sexual orientation or gender identity and the struggles they have experienced, they feel no connection to the institution and have no desire to participate in commencement ceremonies. Noting that many ethnic student groups organize ceremonies alongside commencement, UCLA students encouraged the university to do likewise for LGBT students. The administration concluded that LGBT students deserved recognition both for their achievements and for staying in school despite the marginalization and isolation that many experience. The name Lavender Celebration commemorates the color combination of the pink and black triangles that gay men and lesbians, respectively, were forced to wear in Nazi Germany. Lavender became a popular color for the expression of pride by the LGBT community in the 1980s.

Objectives

- Create a cultural celebration that recognizes LGBT students of all races and ethnicities.
- Celebrate the achievements and leadership of each graduating LGBT student.
- Bring LGBT students, faculty, and staff together as part of the broader campus community.
- Instill a lasting sense of institutional loyalty.
- Let each student know that he or she is valued by the university.

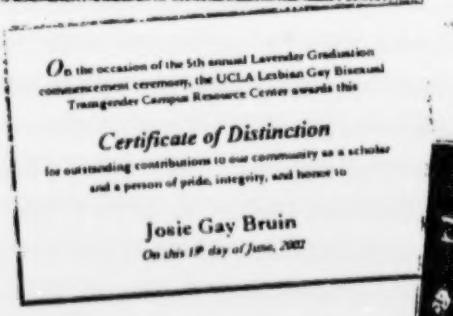
Key Components and Related Staff

Lavender Celebration features entertainment, speakers, refreshments, and presentation of leadership awards. Each graduating student receives a certificate and a rainbow cap tassel. Graduates with a minor in LGBT Studies receive an additional certificate.

Organization

Lavender Celebration is sponsored and organized by the UCLA LGBT Campus Resource Center in collaboration with the LGBT Studies Department, the LGBT Faculty-Staff Network, the Lambda Alumni Association, and other LGBT student organizations. Co-sponsors include the Los Angeles and Ventura chapters of PFLAG (Parents and Friends of Lesbians and Gays). The LGBT Campus Resource Center

at Los Angeles


On the occasion of the 5th annual Lavender Graduation commencement ceremony, the UCLA Lesbian Gay Bisexual Transgender Campus Resource Center awards this

Certificate of Distinction

for outstanding contributions to our community as a scholar and a person of pride, integrity, and honor to

Josie Gay Bruin

On this 19 day of June, 2002

Certificates are presented to all graduates, some of whom also receive a leadership award.

UCLA

All graduating students, from undergraduate to professional, are invited to participate in Lavender Celebration.

reports to the Assistant Vice Chancellor for Student and Campus Life and is staffed by a full-time doctorate-level director and an assistant along with work-study students and graduate interns.

Processes and Procedures

All students receiving diplomas, including graduate students, undergraduates, and students in professional schools are invited to participate in Lavender Celebration. Students register online, where they can apply to be considered for a leadership award. LGBT Center staff work with UCLA Events staff to secure a venue, obtain tickets, parking, and meet other administrative requirements. Student groups obtain funding from the student government and the Center for Student Programming and sell ads in the program. Students who are unable to attend Lavender Celebration can arrange to have their certificates and tassels sent to them. Occasionally, students from other institutions ask to participate, since few other colleges and universities sponsor such events, and no one is turned away.

Evaluation

Formal and informal evaluations of Lavender Celebration have shown it to be an enriching experience. At each Lavender Celebration, surveys are distributed to obtain feedback from participants and guests. The LGBT Campus Resource Center assesses the information from the surveys using the guidelines of the Council for the Advancement of Standards in Higher Education for LGBT Programs and Services. Survey results have been overwhelmingly positive. One student wrote: "My parents are here today. There's no place else I could take them that celebrates who I am in such an affirmative way. Thank you!"

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University of Colorado a

UNIVERSITY OF COLORADO AT BOULDER • BOULDER, COLORADO

Restorative Justice Program

NASPA EXEMPLARY PROGRAMS 2002

This innovative alternative to campus judicial processes offers students a chance to repair the harm they have done and make better decisions in the future. Individuals who acknowledge violating the Student Code of Conduct meet with a Community Group Conference, which brings together members of the campus and local communities in a structured, facilitated process.

The primary objective is to provide better outcomes for all who are affected by student wrongdoing.

Impetus

The Restorative Justice program, the first of its kind in a university or college setting in the United States, was created to provide deeper and more satisfying outcomes for all those affected by student wrongdoing. It also supports UCB's mission to improve relationships within the campus community and between the university and local residents.

Objectives

- Identify and mend the harm caused by a campus violation or incident.
- Give harmed parties the opportunity to learn why an incident occurred and offer them a voice in its resolution.
- Encourage offenders to take full responsibility for their actions and develop empathy for those affected.
- Empower communities to resolve their own disputes.
- Lower the rates of recidivism among offenders, while retaining high rates of outcome satisfaction.

Key Components and Related Staff

The Restorative Justice (RJ) Program at UCB is a collaborative partnership between the Ombuds Office, the Office of Judicial Affairs, and other university programs concerned with building a stronger university community. These include the Division of Student Affairs, the Department of Residential Housing, the University Police Department, the Office of Victim Assistance, the UC Parents Association, the Office of the Chancellor, and a university initiative called "A Matter of Degree" to combat alcohol abuse by students.

Students, faculty, and local community members make up the RJ facilitator team and are trained to lead Community Group Conferences. The RJ working group consists of a program coordinator and participating senior staff drawn from the Ombuds Office, Judicial Affairs, Career Services, University Police, and Residential Housing. The RJ advisory board includes the director of Public Safety (Campus Police Chief), the university's chief financial officer, the director of the Women's Resource Center, and a private consultant with expertise in restorative justice.

Organization

The facilitator team holds monthly in-service meetings and members are on call to facilitate Community Group Conferences at designated times throughout the year. The working group meets bimonthly to discuss the status of the program and continually monitors its accomplishments.

Boulder

The Restorative Justice progr at UCB is the first of its kind a university or college settin in the United States.

Matthew Lopez-Phillips, Director of Judicial Affairs and Restorative Justice Coordinator.

Tom Sebok, Ombuds Office Director and Restorative Justice Facilitator.

Processes and Procedures

When a student admits to violating the Student Code of Conduct, and the incident has had significant impact on the community, the case is referred to Restorative Justice through either the Judicial Affairs office or the Residential Housing office. The program coordinator then sets up a Community Group Conference, which brings together in a structured process the offender(s) and harmed parties, their supporters, and affected community members. During the conference the offender takes responsibility for his or her actions and responds to questions about the incident.

The program operates under a consensus model, through the combined and mutual efforts of all participants. The group discusses in detail the effects of the offender's actions on them and decides how the offender can best repair the harm done and what he or she can do to make better decisions in the future. The Community Group Conference draws up a contract with a specific date by which the offender must fulfill all of the contract's items and responsibilities. The RJ program coordinator monitors the offender to see that these terms are met; at that point, the offender's record with Judicial Affairs for this particular incident is expunged.

Evaluation

Since fall 1998, volunteers have facilitated more than 50 Community Group Confere with consistently successful outcomes. Participant questionnaires reveal that harmed party satisfaction rates are considerably higher than in traditional campus judicial procedures. Rates of recidivism are extremely low for offenders who have taken part in the program. Other universities throughout the country are using the UCB model to help establish their own restorative justice programs.

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GIRLS TALK: A Mentoring Partnership

GIRLS TALK is a humanities-based reading and discussion program pairing student leaders from the University of Maine at Farmington and local professional women with girls in a nearby rural school district. Participants meet for a monthly literary discussion with guest speakers as well as special cultural and recreational outings and an annual community service project.

The program responds to the challenges of an isolated rural environment where many girls lack cultural and educational opportunities.

Impetus

The University of Maine at Farmington is a public baccalaureate institution with a tradition of integrating liberal arts and professional studies. The nearby rural community of Kingfield has a population of 2,500, with 270 students enrolled in grades K–8 at the school. In Kingfield and surrounding communities, 38% of the population live below the poverty level and 27% of the adults in the school district lack high school diplomas. GIRLS TALK was created in 2001 to address the unique challenges of the isolated rural environment and the scarcity of educational and cultural opportunities for Kingfield's schoolchildren.

Objectives

- Raise aspirations and build self-esteem among students.
- Provide a structured, one-on-one partnership focused on girls' needs.
- Create an environment that fosters a strong commitment to community.
- Encourage participants to develop to their fullest potential and create personal visions of the future.

Key Components and Related Staff

Prospective mentors from both the university and Kingfield area attend an informational meeting and apply to the program at the start of the school year. Once selected, mentors are paired with girls based on background and interest; they then take part in a mandatory training workshop. All girls in the fifth and sixth grades receive an informational brochure and are invited to attend an evening open house program with a parent or guardian.

The Assistant Director for Student Development at the University of Maine and the Director for After School Programs at Kingfield Elementary School serve as program directors.

Organization

The programs are conducted monthly at Kingfield Elementary School from November through May, at no cost to participants. Program directors act as liaisons between the university and the elementary school administrations. They select mentors and guest speakers, schedule all special activities, and secure funding for the program through regional grants, the university, the school, local businesses, and gifts-in-kind. The school and local catering firms coordinate meals and the university works with the school district to arrange transportation.

In consultation with university faculty and the Kingfield school librarian, GIRLS TALK purchases books through the Scholastic Reading Program (including audio

▲ GIRLS TALK mentors and participants in Kingsfield, Maine.

GIRLS TALK directors Laurie Tronten, Director of After School Programs at Klingsfield Elementary (left), and Kirsten Swan, Assistant Director for Student Development at UMF.

UMF

books to accommodate various reading and comprehension levels); these are later used as teaching sets by other educators in the district. Program directors supplement the monthly program with cultural, educational, and recreational trips and coordinate an annual community service project. The girls have attended ballet and symphony performances in Portland, volunteered at the local public library, and held a fund-raiser to purchase books on tapes.

Processes and Procedures

The format for the monthly meetings begins with dinner and conversation, followed by small group discussions of the current reading and a talk by a guest addressing themes in the literature as well as personal career paths and experiences. The program directors facilitate team-building and problem-solving activities with all participants. Girls receive the book they will read in the coming month. The evening's discussion topics and responses are summarized in a book review format and distributed at the next meeting.

While mentoring takes place primarily at the monthly program, GIRLS TALK partners are encouraged to correspond through cards, phone calls, and e-mail.

Evaluation

In its first year, GIRLS TALK achieved 100% participation by girls in grades 5 and 6, for a total of 52 mentors and girls, including three home-schooled students. In written evaluations, 96% of the girls reported they learned more about self-esteem, 100% better understood the value of teamwork, 90% had improved their problem-solving abilities, and 96% had learned more about community involvement. The overwhelmingly positive response to GIRLS TALK has led to the creation of a similar program for girls in grades 7 and 8, TEEN VOICES. In 2003, statewide reading test scores for grades 4-8 will be used to further assess the impact of mentoring.

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Carolinian Creed Week

Through a week of observances, the University of South Carolina draws attention to the Carolinian Creed, a statement that codifies and communicates the campus community's values.

At the University of South Carolina, the values and ideals of the campus community are presented in the following creed:

THE CAROLINIAN CREED

**The community of scholars at
The University of South Carolina is dedicated to personal
and academic excellence.**

**Choosing to join the community obligates each
member to a code of civilized behavior.
As a Carolinian...**

**I will practice
personal and academic integrity;**

**I will respect
the dignity of all persons;**

**I will respect
the rights and property of others;**

**I will discourage
bigotry, while striving to learn from
differences in people, ideas and opinions;**

**I will demonstrate
concern for others, their feelings, and their need for
conditions which support their work and development**

**Allegiance to these ideals requires each Carolinian
to refrain from and discourage behaviors which threaten
the freedom and respect every individual deserves.**

Every school year, these words come to life during a week of activities and observances known as Carolinian Creed Week.

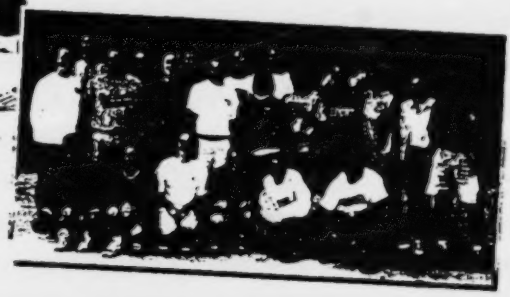
Impetus

In 1989, a group of faculty, staff, and students convened at the request of the Vice President of Student Affairs to study the growing incidence of hate crimes and incivility on college campuses and propose ways of preventing such incidents at USC. The group examined how relationships are influenced by campus culture and decided that values and standards implicit in the university's institutional documents, policies, and rituals should be made explicit—stated more clearly, displayed more visibly, and promoted more intentionally. Thus, the Carolinian Creed was born. Carolinian Creed Week was instituted shortly thereafter to increase awareness of the Creed and promote adherence to its tenets.

Objectives

Carolinian Creed Week brings together students, staff, faculty, and the community to work on programs and projects that speak to the values inherent in the Creed. Each activity is designed to increase campus civility and to promote academic and personal integrity.

Students participate in "These Hands Don't Hurt," an interactive display supporting efforts to end interpersonal violence on campus.



Members and advisors of the Carolina Student Judicial Council serve as role models for the university community.

UNIVERSITY OF SOUTH CAROLINA

Key Components and Related Staff

Carolinian Creed Week, which takes place during the fall semester, features speakers, student forums, and interactive displays. Instructors use the occasion to relate the Creed to their academic disciplines.

Organization

Carolinian Creed Week began informally, with each academic department organizing events. In 1997, the Office of Student Judicial Programs assumed responsibility; it now sponsors event advertisements, with supplemental funds provided by University Housing, the Residence Hall Association, the Student Government Association, and the Carolina Student Judicial Council. The Carolina Student Judicial Council, which adjudicates cases of alleged student misconduct and seeks to serve as a role model for the university community, is the primary student organization charged with rallying students around the Carolinian Creed and Carolinian Creed Week.

Processes and Procedures

This year's Carolinian Creed Week featured approximately 25 programs, including:

- A speaker on Islam sponsored by the Muslim Student Association.
- A program on black fraternities and the history of Stepping, a modern form of African American dance, sponsored by Alpha Phi Alpha Fraternity, Inc.
- "You're Still My Sister," an interactive program using images from pop culture to examine how the media's influence on relationships might contribute to violence.
- A discussion of cultural discrimination against Asian Americans.
- A faculty forum on terrorism and America's response; and
- Game shows featuring questions about the tenets of the Carolinian Creed.

Evaluation

A growing number of organizations and individual students participate in Carolinian Creed Week every year.

University Housing conducts an annual Perception Study of awareness of educational initiatives within residence halls and satisfaction with programs. The study shows steadily increasing knowledge of the Carolinian Creed and its ideals. In 2001, the proportion who agreed with the statement, "The people on my floor respect the dignity of all persons," a statement derived from language in the Carolinian Creed, was 10% higher than in the previous year.

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Call for Exemplary Programs 2003

All NASPA members are urged to submit an outstanding program at your community or two-year college for NASPA 2003 Exemplary Program recognition.

Materials are due on December 1, 2002. You must submit an application over the Internet at www.naspa.org and click on Exemplary Programs under NASPA News. Regional committees will screen the program submissions. The NASPA Board of Directors Selections and Awards Committee, chaired by NASPA's president-elect, will make final selections.

The purposes of Exemplary Programs are to recognize quality student affairs programs and to share these model programs with other institutions. Both recent programs as well as long established programs are welcome. Programs should meet the following criteria:

- respond to an assessed or measured need;
- achieve an expressed outcome;
- have a thorough design;
- be creative;
- translate to other institutional environments;
- describe processes and procedures clearly; and
- demonstrate evaluation of its impact.

The following questions should be used as a format for writing about the program:

- What was the impetus to develop the program?
- What are the objectives and key components of the program?
- Who are the related staff members?
- How is the program organized?
- What are the processes and procedures?
- How has the program been evaluated for its impact on students?

Please keep submissions under 1500 words.

Nominations welcome also! This is an excellent opportunity to recognize professional programming results across the nation. If you know of a program deserving of recognition please submit an application over the Internet at www.naspa.org and click on Exemplary Programs under NASPA News. If you have any questions contact Carla Dicks via e-mail at cdicks@naspa.org.

Past Awardees

1997

Auburn University/AL: The Student Success Center

Ball State University/Muncie, IN:
Excellence in Leadership

The College of New Jersey/Ewing, NJ:
The First Year Experience

Middlesex Community College/Bedford, MA:
Valuing Diversity

Saint Xavier University/Chicago, IL:
The Retention Program

University of Nevada—Reno/NV:
Rural Assistance Program

1998

Bellmont University/Nashville, TN:
Streamlining Student Services

Marshall University/Huntington, WV:
Preventing Violence Against Women

Stonehill College/North Easton, MA:
Orienting Seniors to Life

University of Missouri—Kansas City/MO:
Creating Communities for Learning

Washington State University/Pullman, WA:
Preparing Freshmen to Excel

William Rainey Harper College/Palatine, IL:
Modeling Outcomes

1999

Fontbonne College/St. Louis, MO:
Freshmen Career Testing Program

Portland State University/Portland, OR: Shrinkrap

University of California, Los Angeles:
Academics in the Commons

University of Central Florida/Orlando, FL:
Pegasus Student Success Program

University of Massachusetts at Amherst:
Project Pulse

University of Wisconsin—Whitewater:
Services for Disabled Students

Wilson College/Chambersburg, PA:
Women with Children

2000

Allegheny College/Meadville, PA:
Allegheny College Center for Experiential Learning

Northeastern Illinois University/Chicago, IL:
Partners for Success

Portland State University/Portland, OR:
Leadership for Change

Rochester Institute of Technology/Rochester, NY:
The Student Behavior Consultation Team

Texas Tech University/Lubbock, TX:
The TECHniques Center

Pima Community College & University of Arizona/Tucson, AZ: Achieving a College Education

University of Kansas Medical Center/Kansas City, KS:
Students Educating and Advocating for Diversity

2001

University of Arizona:
Student Life Fund Development Program

Fitchburg State College and Mount Wachusett Community College: The Institute for Collaborative Learning

Ithaca College: INVOLVED

University of Maryland—College Park:
Student Employment Training Program

University of Minnesota—Twin Cities:
Undergraduate Leadership Minor

Monmouth College: The Wackerle 4-Year Intentional Career and Leadership Development Program

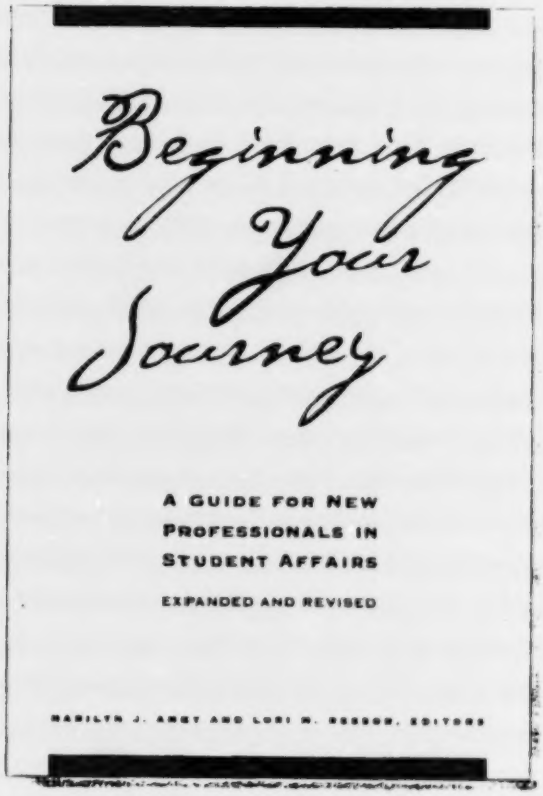
University of Richmond: Women Involved in Living and Learning (WILL) Program

University of Massachusetts—Amherst:
Center for Student Businesses

University of Nevada—Las Vegas:
Gay, Lesbian, Bi-Sexual, and Transgender Training Series

Western Washington University: BlueCD 2000

Second Edition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